

ST PAUL PRIMARY

3074 Liberty Hill Road
Summerton, SC 29148

GRADES K-3 Elementary School

ENROLLMENT 318 Students

PRINCIPAL Patricia R. Middleton 803-478-2286

SUPERINTENDENT Dr. Clarence E. Willie 803-485-2325

BOARD CHAIR John D. Bonaparte 803-478-8711

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	23	34	3

IMPROVEMENT RATING:

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

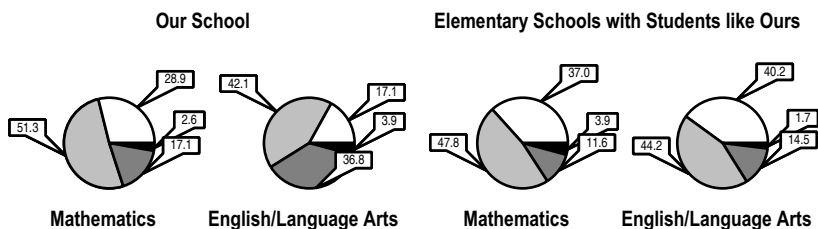
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Good	Excellent	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	28	79	51
Percent satisfied with learning environment	96.3%	89.6%	88.0%
Percent satisfied with social and physical environment	96.2%	93.6%	70.2%
Percent satisfied with home-school relations	51.9%	93.4%	85.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	83	98.8	17.1	42.1	36.8	3.9	40.8	17.6
Gender								
Male	35	97.1	12.1	51.5	36.4	N/A	36.4	17.6
Female	48	100.0	20.9	34.9	37.2	7.0	44.2	17.6
Racial/Ethnic Group								
White	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	76	98.7	18.3	43.7	33.8	4.2	38.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	70	98.6	14.1	39.1	42.2	4.7	46.9	17.6
Disabled	13	100.0	33.3	58.3	8.3	N/A	8.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	83	98.8	17.1	42.1	36.8	3.9	40.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	83	98.8	17.1	42.1	36.8	3.9	40.8	17.6
Socio-Economic Status								
Subsidized meals	79	100.0	17.8	42.5	35.6	4.1	39.7	17.6
Full-pay meals	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6

Mathematics								
All students	83	100.0	28.9	51.3	17.1	2.6	19.7	15.5
Gender								
Male	35	100.0	30.3	51.5	15.2	3.0	18.2	15.5
Female	48	100.0	27.9	51.2	18.6	2.3	20.9	15.5
Racial/Ethnic Group								
White	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	76	100.0	29.6	53.5	14.1	2.8	16.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	70	100.0	23.4	53.1	20.3	3.1	23.4	15.5
Disabled	13	100.0	58.3	41.7	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	83	100.0	28.9	51.3	17.1	2.6	19.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	83	100.0	28.9	51.3	17.1	2.6	19.7	15.5
Socio-Economic Status								
Subsidized meals	79	100.0	30.1	52.1	16.4	1.4	17.8	15.5
Full-pay meals	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	84	N/A	28.4	54.3	17.3	N/A	17.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	83	98.8	17.1	42.1	36.8	3.9	40.8
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	84	N/A	38.3	51.9	8.6	1.2	9.9
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	83	100.0	28.9	51.3	17.1	2.6	19.7
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 318)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.5%	2.4%
Attendance rate	95.1%	Down from 96.1%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.8%	Up from 6.8%	4.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.0%	Down from 5.5%	8.2%	8.0%
Older than usual for grade	1.3%	Up from 0.3%	3.2%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	32.1%	Up from 28.9%	47.9%	50.0%
Continuing contract teachers	67.9%	Up from 65.8%	77.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	81.9%	Down from 87.8%	79.6%	86.2%
Teacher attendance rate	94.2%	Down from 95.1%	95.3%	95.3%
Average teacher salary	\$36,342	Up 4.4%	\$37,991	\$39,909
Prof. development days/teacher	19.7 days	Up from 5.0 days	13.0 days	11.4 days

School				
Principal's years at school	1.0	Down from 6.0	3.5	4.0
Student-teacher ratio	17.1 to 1	Up from 12.2 to 1	16.7 to 1	18.9 to 1
Prime instructional time	87.6%	Down from 89.0%	89.1%	89.7%
Dollars spent per pupil*	\$7,352	Up 8.2%	\$7,019	\$5,892
Percent spent on teacher salaries*	59.0%	Up from 58.6%	63.2%	66.6%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	92.9%	Up from 53.1%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

St. Paul Primary School is striving to broaden the academic performance of students by providing research-based practices that ensure quality and developmentally appropriate instruction. In the school's second year of implementation of the SC READS grant, the instructional staff are participating in on-going professional development designed to improve reading. As a result, the teacher's knowledge base of language and literacy development and the best instructional strategies for helping children learn to read are now greatly enhanced. Reading and writing skills improved utilizing these effective teaching practices while providing a classroom environment that encourages every child to engage in learning.

As we focus on the coming school year, staff development in best practices in all content areas will continue to ensure that St. Paul meets the mandates of "No Child Left Behind". St. Paul Primary's faculty and staff are committed to their mission of providing the students a world-class education in a safe and nurturing environment.

Patricia R. Middleton
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.